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ABSTRACT

On May 18, 1994, a groups of scholars, policymakers, educators, and interested observers met at the Brookings Institution in Washington, D.C., to analyze a relatively new phenomenon in American education--national standards and assessments. The discussion took place a few weeks after Congress enacted Goals 2000: Educate America Act, the Clinton Administration's program to create state and national education standards. This book presents essays derived from the symposium--a variety of viewpoints that debate the utility and equity of setting standards and increasing the use of tests for students, teachers, and schools. Following the preface and introduction by Diane Ravitch, the contents include: (1) "Education Reform in America's Public Schools: The Clinton Agenda" (Marshall S. Smith); (2) "Will National Standards and Assessments Make a Difference?" (Theodore R.Sizer); (3) "The Uses and Misuses of . Opportunity-To-Learn Standards" (Andrew C. Porter); (4) "Explaining Standards to the Public" (Roy Romer); (5) "Holding onto Norms in a Sea of Criteria" (Donald M. Stewart); (6) "Standards for Education" (Lauren B. Resnick and Katherine J. Nolan); (7) "Who's Afraid of the Big, Bad Test?" (Chester E. Finn, Jr.); (8) "The Case for High Stakes and Real Consequences" (Albert Shanker); and (9) "Sometimes a Cigar Is Only a Cigar, and Often a Test Is Only a Test" (Daniel M. Koretz). Two summaries of general discussion are included. (LMI)

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